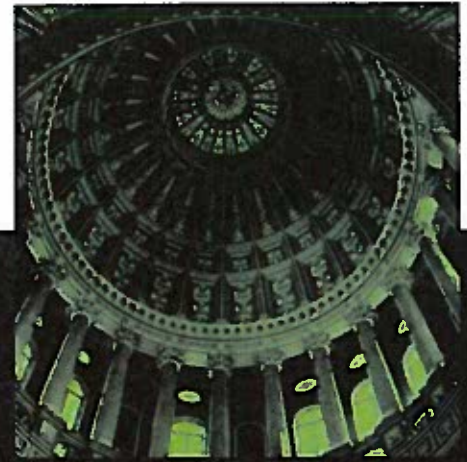




NATIONAL CONFERENCE  
of STATE LEGISLATURES

*The Forum for America's Ideas*



# TODAY'S BOARD CERTIFICATION FOR TEACHERS

ANSWERS TO LEGISLATORS' QUESTIONS







## OVERVIEW: THE NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS AND NATIONAL BOARD CERTIFICATION

The National Board for Professional Teaching Standards' mission is to advance the quality of teaching and learning by:

- Maintaining high and rigorous standards for what accomplished teachers should know and be able to do;
- Providing a national voluntary system to certify teachers who meet these standards; and
- Advocating related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of Board-certified teachers.

In 1986, in response to *A Nation at Risk*, a broad coalition of stakeholders came together to develop solutions that would strengthen education systems. Their report, *A Nation Prepared: Teachers for the 21st Century*, called for the formation of a national board as a key strategy for improving the quality of teaching. In 1987, the National Board for Professional Teaching Standards was founded.

The National Board worked with master teachers and other education experts to develop standards for accomplished teaching in prekindergarten through grade 12 and in many subject areas; the National Board currently offers 25 different certificates. Board certification consists of four components that together assess a teacher's entire practice: content knowledge, differentiation in instruction, teaching practice and learning environment, and effective and reflective practitioner. Trained teachers in the candidate's certificate area score the submitted components against professional teaching standards.

This voluntary, advanced credential does not replace prekindergarten through grade 12 teacher licensure awarded by the state. Instead, it complements licensure by offering a rigorous national teacher credential that is recognized nationwide.

During the past several years, the National Board has revisited the certification process, gathering feedback from Board-certified teachers and others to learn what worked well and what needed to be improved. This led to a redesign of the certification process to make it more accessible, flexible and affordable. Now, teachers can complete the process over one to three years at a pace that fits their schedule. They can pay as they go. The fee has been reduced to \$1,900 plus an annual \$75 registration fee. Once a candidate passes his or her assessments, the teacher becomes a Board-certified teacher. The certificate is valid for five years, after which a teacher enters the Maintenance of Certification process.

In a September 2014 poll conducted by Gallup and PDK International, more than 80 percent of Americans across the political spectrum agreed that teachers should achieve Board certification in addition to being licensed by their state.



## DOES IT WORK: WHAT DOES THE RESEARCH SAY?

While many schools, districts and individual teachers attest to the positive impact of Board certification, the National Board for Professional Teaching Standards and education researchers have been eager to confirm and measure this success. Legislators, too, are curious about whether this is a wise investment, especially during fiscally challenging times.

After nearly 20 years of research, the picture is becoming clearer. During the past decade, research from states across the country has showed that students taught by Board-certified teachers learn more than students taught by other teachers.<sup>1</sup> The National Research Council reached this conclusion in 2008 in its comprehensive review of studies of National Board Certification up until that time.<sup>2</sup> Estimates of the increase in learning by students of Board-certified teachers are an additional one to two months of instruction. The positive impact of having a Board-certified teacher is even greater for minority and low-income students.<sup>3</sup> Recently, Harvard University's Strategic Data Project (SDP) found that students of Board-certified teachers in the Los Angeles Unified School District made learning gains equivalent to an additional two months of instruction in mathematics and one month in English language arts.<sup>4</sup> SDP found similar results in Georgia's Gwinnett County Public Schools.<sup>5</sup>

In February 2015, two separate groups of independent researchers released new studies finding Board-certified teachers are more effective at advancing student learning than non-Board-certified teachers. Research published in 2015 from Dan Goldhaber,<sup>6</sup> a leading researcher who recently testified before the U.S. Senate Health, Education, Labor and Pensions Committee, and his colleague James Cowan, finds that, in Washington, "Board-certified teachers are more effective than non-certified teachers with similar experience."<sup>7</sup> This new evidence from Washington finds Board-certified teachers produce nearly six weeks of additional learning gains in middle school math classrooms.

New evidence from Kentucky and Chicago finds that National Board Certification is an effective signal of teacher quality across locales, test types and subject areas.<sup>8</sup> This research also found that National Board Certification effectively "screens" applicants; in other words, teachers who achieve Board certification produce larger student gains when compared to teachers who pursue, but do not achieve, Board certification.





## NATIONAL BOARD MEETING CHALLENGES IN TODAY'S CLASSROOM

**T**oday, more than 110,000 teachers have achieved Board certification. They teach in all 50 states and the District of Columbia. The following states have the highest percentage of teachers who have achieved Board certification: North Carolina (21 percent), South Carolina (19 percent), Washington (15 percent), Mississippi (12 percent), Florida and Kentucky (each 8 percent). Nearly 50 percent of Board-certified teachers nationwide are working in Title I-eligible schools.

Board-certified teachers are leading the way in strengthening STEM (Science, Technology, Engineering, Mathematics) education. More than 15,000 Board-certified teachers are teaching math and science at the middle and high school levels. In addition, in order to achieve Board certification for teaching in the elementary grades, for teaching students with disabilities, or for teaching English Language Learners, teachers must demonstrate the knowledge and skills to teach foundational math and science to students. Nearly 43,000 teachers have achieved Board certification in these areas. Finally, among recent recipients of the Presidential Award for Excellence in Math and Science Teaching, one-third are Board-certified teachers. In 2015, nearly a third of the State Teachers of the Year were Board-certified.







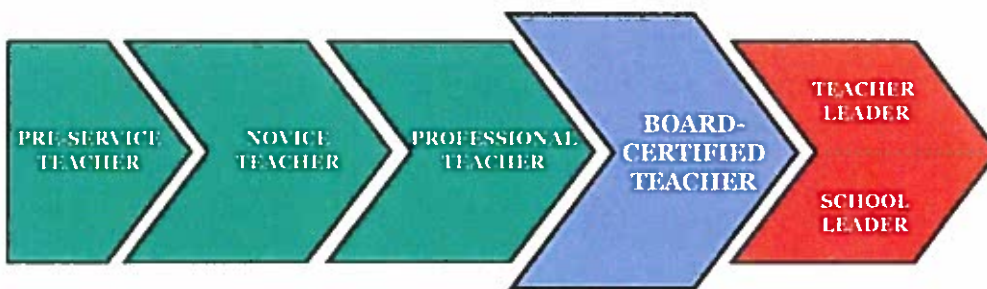
Board-certified teachers often are leaders in their profession. According to a recent census of Board-certified teachers, more than half of the respondents (54 percent) are working as team leaders, more than a third (36 percent) are department chairs, and 15 percent are staff developers and instructional coaches. Board-certified teachers also serve as principals, superintendents, state government officials, state departments of education staff and college faculty.

However, Board-certified teachers represent only 3 percent of the teaching profession. In contrast, in medicine more than 80 percent of physicians are board-certified. Medicine achieved this by building a professional continuum, where every step of a physician's career from the first day of preparation is geared toward eventually reaching the highest level of accomplishment—board certification.<sup>9</sup> Similarly, the National Board is working to anchor Board certification in a professional career continuum that begins with strong teacher preparation, continues systematically through the novice phase, and leads to accomplished practice and the opportunity to serve in leadership roles. This structure is similar to how other high-performing nations prepare, develop and support their teachers.

“As part of an overall strategy to improve student learning and narrow the opportunity gaps, Montgomery County Public Schools and the Montgomery County Education Association are working together to embed National Board Certification in our joint professional learning and teacher leadership initiatives. This work is reinforced by the annual investment Maryland makes in supporting teachers who seek Board certification and recognizing teachers who achieve Board certification.”

— Christopher Lloyd,  
Board-certified teacher,  
President, Montgomery County  
Education Association

## The Professional Career Continuum for Teachers



Source: National Board for Professional Teaching Standards



“I’m proud that Washington offers comprehensive support and incentives for teachers to pursue Board certification. I found the certification process to be the most meaningful professional learning I’ve engaged in. Through the process, I’ve grown as an instructional leader in my building and district, extending my expertise beyond the walls of my classroom. For the past two years, I’ve served as a mentor as part of the Seattle Teacher Residency Program that pairs novice teachers with experienced teachers for an entire year. This has allowed me to pass on my knowledge and skills to the next generation of teachers and put them on the path to becoming National Board-certified teachers.”

—*Rachelle Moore,*  
*Board-certified teacher,*  
*Madrona K-8 School,*  
*Seattle, Wash.*

## POLICY OPTIONS FOR LEGISLATORS

For years, state policymakers have recognized the significance of Board certification as a strategy to strengthen and support the teaching profession. Legislators want the best teachers in the classroom, and many see this as an effective way to get them there. Legislators can leverage Board certification through three policy priorities:

- Build the pipeline to accomplished teaching and Board certification
- Raise teaching standards by investing in Board certification
- Spread the expertise of Board-certified teachers

### Build a Teacher Pipeline

The current teaching pipeline struggles to support teachers to become excellent in their practice. National Board Certification can help teachers, parents and policymakers define and determine teaching excellence. It also can provide a clear career trajectory for teachers to reach excellence, similar to those for doctors, architects and engineers. Board certification can be the gold standard to which new teachers aspire from the moment they enter the profession.

Legislators may wish to consider the following policies related to Board certification to build a strong pipeline.

- Implement high-quality initial licensure assessments, including teacher performance assessments such as the edTPA, that require new teachers to demonstrate beginning proficiency of teaching skills and put teachers on the path to Board certification.
- Support beginning teachers by requiring a new teacher’s development to include a residency year with a reduced teaching load and intense supervision, and by expanding induction programs for novice teachers.
- Use Board certification as a qualification or preference for clinical faculty at teacher preparation programs, cooperating teachers who work with student teachers, and mentors who work with novice teachers.





## Invest in Board Certification

Twenty-three states currently encourage teachers to become Board-certified by providing assistance with application fees or financial incentives for achieving certification. Mississippi, for example, offers a \$6,000 annual salary increase for the life of certification, and North Carolina offers a salary 12 percent higher than base for the life of the certificate. Colorado, Maryland, Washington and Wisconsin offer additional salary to Board-certified teachers who work in low-performing schools as a way to attract accomplished teachers where they are needed most. Most states allow teachers to use Board certification to achieve the highest or mastery level of state licensure, which often provides for additional salary.

These incentives have been effective. States with the most assistance, support and salary increases have the highest number of Board-certified teachers. For example, North Carolina's teachers receive a 12 percent salary increase for being Board-certified and, as a result, more than 21 percent of North Carolina's teachers are Board-certified. In South Carolina, teachers receive a \$5,000 stipend for the life of the certificate and, across the state, 19 percent of teachers are Board-certified. Washington provides a \$5,000 stipend annually and an additional \$5,000 for those teaching in high-need schools; 15 percent of teachers hold Board certification. Legislators in these states credit their aggressive approach to their success in ensuring that more students have access to these accomplished, highly effective teachers.

State legislators who want to support Board certification at the state level may wish to consider the following policies to support and encourage teachers to become Board-certified.

- Reward and retain accomplished teachers through differentiated pay by embedding compensation increases for Board-certified teachers into the salary structure, or otherwise offering salary increases for the life of the certificate.
- Offer additional salary for Board-certified teachers who serve in low-performing, hard-to-staff schools.

"North Carolina's more than 20,000 National Board-certified teachers represent some of our very best teachers. North Carolina legislators have continued to fund an annual 12 percent salary supplement for National Board-certified teachers during a period of budget constraints because research appears to confirm that such teachers have a greater impact on student achievement."

—Hugh Blackwell, State Representative, North Carolina



“In Kentucky we’ve built a statewide network to increase the number of National Board-certified teachers, starting with at least one Board-certified teacher in every school, and provide them with the opportunity to serve as instructional leaders. This project brings together many partners, including the Department of Education, the state teachers union, school districts and our institutions of higher education, to ensure this work is system-wide and sustained.”

—Suzanne Farmer, Board-certified teacher, Kentucky Education Professional Standards Board

- Provide resources to help teachers with the cost of certification, including allocating state professional development funds for fee reimbursement, making federal funding available to support certification and creating loan programs to cover the cost of fees.
- Invest in support programs that provide candidates for Board certification with mentors and cohort-based support groups.
- Strengthen the state licensure system by creating voluntary pathways for teachers who achieve and maintain an active Board certificate to receive professional or advanced licenses and/or renew their licenses.
- Publicly recognize teachers and principals who achieve certification and provide leadership opportunities to leverage their knowledge and skills.
- Grant Board-certified teachers who are licensed in other jurisdictions professional licenses without imposing additional conditions.



### Spread the Expertise

One early concern about the program was that Board-certified teachers often did not spread their expertise to less effective colleagues and did not become leaders in their profession. The National Board has worked during the past few years to correct this effect by encouraging and

preparing Board-certified teachers to take positions of leadership and participate in policy development at the district and state levels. At the school level, teachers can spread their knowledge and skills to their colleagues and help devel-





op the next cadre of accomplished practitioners. At the district and state levels, Board-certified teachers can transform isolated pockets of excellence into system-wide improvement.

State legislators who wish to spread the expertise of Board-certified teachers may wish to consider the following policies.

- Expand career lattices to include a variety of teacher leadership roles. Priority for these roles can go to Board-certified teachers, with options for them to serve both inside and outside the classroom.
- Encourage and fund leadership development activities for Board-certified teachers to build leadership knowledge and skills.
- Mobilize Board-certified teachers to address state or district instructional priorities, such as implementation of new student learning standards or new teacher effectiveness systems.
- Create or augment the role of professional standards boards to give educators decision-making authority on policies governing professional teaching practice. Board-certified teachers should serve as a majority of the members of professional standards boards.
- Create formal roles for teachers to serve in statewide leadership roles, for example as a teacher advisory council. Set a preference for Board-certified teachers when appointing teachers to such roles.

"The approximately 2,500 Board-certified teachers in Arkansas have impacted education in many ways. Most Board-certified teachers in Arkansas serve as mentors to novice teachers and share the valuable knowledge and skills they have learned through the certification process. Also, Board-certified teachers serve as grade-level leaders and help guide the curriculum and teacher performance in their content area. Board-certified teachers have moved to leadership positions in their respective schools, where they have the opportunity to model effective teaching strategies and support other teachers, guiding the culture and climate of their respective schools and, ultimately, impacting student achievement. With the financial support Arkansas has given to each Board-certified teacher, the state has retained some of its very best teachers to continue the positive impact on student achievement."

— **Johnny Key, Arkansas Commissioner of Education,  
former State Senator**



## STATE INCENTIVES AND REWARDS SUPP

| State     | Compensation for Board Certification   | Connection to State Licensure  | Support for Board Certification Fees  | 2014 NBCTs <sup>1</sup> | Total NBCTs | Teaching Workforce | NBCTs as Percent of Teaching Workforce |
|-----------|--|--|---|-------------------------|-------------|--------------------|--|
| <b>AK</b> |  | Toward obtaining and renewing a Master Teacher Certificate (top tier)  |   | 11                      | 175         | 7,682              | 2%                                     |
| <b>AL</b> | \$5,000 annual stipend   | Toward obtaining and/or renewing a Professional Educator Certificate   |   | 60                      | 2313        | 51,877             | 4%                                     |
| <b>AR</b> | \$5,000 annual stipend   | Toward professional development requirements (renewal)   | First-time candidates receive subsidy for initial fee but must repay if certification not achieved. Candidates receive three days' release. | 214                     | 2,778       | 34,131             | 8%                                     |
| <b>AZ</b> |  | Toward obtaining and/or renewing a standard (professional) certificate   |   | 83                      | 1,160       | 48,866             | 2%                                     |
| <b>CA</b> |  | Toward obtaining a Clear Single Subject Teaching Credential (top tier)   |   | 269                     | 6,249       | 266,255            | 2%                                     |
| <b>CO</b> | \$1,600 annual stipend; additional \$3,200 annually for NBCTs in high-need schools | Toward obtaining a Professional Teacher License or Master Teacher Certificate (top tier)   | For 2014: a \$250 scholarship will be available to 54 candidates  | 45                      | 890         | 48,922             | 2%                                     |
| <b>CT</b> |  | Toward continuing education requirements (renewal)   |   | 0                       | 151         | 43,931             | 0%                                     |
| <b>DC</b> |  |  |   | 1                       | 51          | 5,925              | 1%                                     |
| <b>DE</b> |  | Toward obtaining and renewing an Advanced License (top tier)   |   | 3                       | 457         | 9,257              | 5%                                     |
| <b>FL</b> |  | Toward obtaining and/or renewing a Professional Certification  |   | 17                      | 13,637      | 176,537            | 8%                                     |
| <b>GA</b> |  | Toward obtaining and renewing an Advanced Professional Certificate (top-tier) or obtaining and renewing a Professional Certificate |   | 2                       | 2,593       | 109,365            | 2%                                     |
| <b>HI</b> | \$5,000 annual stipend; additional \$5000 for NBCTs in high-need schools           | Toward obtaining an Advanced Certificate (top tier)  | Scholarship funding available statewide   | 59                      | 523         | 11,608             | 5%                                     |





## ATING NATIONAL BOARD CERTIFICATION

| State | Compensation for Board Certification  | Connection to State Licensure   | Support for Board Certification Fees  | 2014 NBCTs <sup>1</sup> | Total NBCTs | Teaching Workforce | NBCTs as Percent of Teaching Workforce |
|-------|---|---|---|-------------------------|-------------|--------------------|--|
| IA    | \$2,500 annual stipend (term of 10 years)   | Toward renewal credits of either a Standard (professional) or Master (top tier) license.  | First-time candidates receive subsidy for up to one-half the fee. The remainder is reimbursed upon certification.   | 23                      | 709         | 35,080             | 2%                                     |
| ID    | \$2000 annual stipend (term of five years)  |   |   | 6                       | 379         | 14,563             | 3%                                     |
| IL    | \$1,500 annually may be available to NBCTs who agree to provide mentoring or professional development.                                | Toward a National Board endorsement on a professional license and toward license renewal  | Up to 750 first-time candidates in high-need schools and 250 teachers in other schools can receive a subsidy for the application fee. Renewal candidates may receive a \$1,000 subsidy. | 205                     | 6,025       | 135,701            | 4%                                     |
| IN    |   | Toward professionalizing a license (converts to a 10-year license) or renewing a practitioner (professional) or accomplished (top-tier) license |   | 4                       | 168         | 59,863             | 0%                                     |
| KS    | Districts are responsible for \$1,000 annual stipend  | Toward obtaining and renewing an Accomplished Teaching License (top tier)   | First-time candidates receive a subsidy of up to \$950. Renewal candidates receive \$500 subsidy  | 11                      | 403         | 41,243             | 1%                                     |
| KY    | \$2,000 annual stipend  | One path to Rank 1 Professional Certificate   |   | 201                     | 3,182       | 42,769             | 7%                                     |
| LA    |   | Toward a National Board endorsement   |   | 10                      | 1,874       | 46,493             | 4%                                     |
| MA    |   | Toward obtaining and/or renewing the Professional License   |   | 22                      | 626         | 70,636             | 1%                                     |
| MD    | State will match \$1,000 annual stipend offered by local districts and will match an additional \$1,000 to NBCTs in high need schools | Toward obtaining Advanced Professional Certificate (top tier)   | First-time candidates receive subsidy of 2/3 of fee and the district pays the remaining 1/3. Candidates must repay if they do not complete process                                      | 162                     | 2,760       | 57,718             | 5%                                     |
| ME    | \$3,000 annual stipend  | Toward obtaining a Professional Certificate and toward obtaining and renewing a Master Certificate (top tier)                                   | First-time candidates receive a subsidy for the application fee on a first-come first-serve basis.  | 30                      | 285         | 15,222             | 2%                                     |





## STATE INCENTIVES AND REWARDS SUPP

| State | Compensation for Board Certification                     | Connection to State Licensure   | Support for Board Certification Fees  | 2014 NBCTs <sup>1</sup> | Total NBCTs | Teaching Workforce | NBCTs as Percent of Teaching Workforce |
|-------|--|---|---|-------------------------|-------------|--------------------|--|
| MI    |  | Toward obtaining a Professional or Advanced (top tier) license and toward license renewal |   | 7                       | 395         | 86,154             | 0%                                     |
| MN    |  | Toward renewal requirements   |   | 24                      | 418         | 53,585             | 1%                                     |
| MO    |  | Toward obtaining a Career Continuous Professional Certificate and toward license renewal  |   | 61                      | 924         | 66,248             | 1%                                     |
| MS    | \$6,000 annual stipend                                   | Toward renewal requirements   | First-time candidates are reimbursed the assessment fee upon completion                 | 198                     | 3,740       | 32,613             | 11%                                    |
| MT    | One-time \$3,000 stipend                                 | Toward obtaining a license and toward renewing a Standard or Professional license         |   | 7                       | 148         | 10,200             | 1%                                     |
| NC    | NBCTs placed on salary schedule 12% higher than base pay | Toward renewing a Standard Professional License 2 (professional)                          | First-time candidates receive a \$1,900 loan to be repaid over three years.             | 527                     | 20,611      | 98,590             | 21%                                    |
| ND    | \$1,000 annual stipend                                   |   | Up to 17 first-time candidates receive a subsidy for half the application fee           | 2                       | 46          | 8,677              | 1%                                     |
| NE    | \$5,000 annual stipend                                   | NBCTs are eligible for a 10-year Professional Teaching Certificate (top tier)             | Candidates reimbursed one-half the fee. The remainder is reimbursed upon certification. | 3                       | 112         | 22,103             | 1%                                     |
| NH    |  | Toward obtaining a Master Teacher Certificate (top tier)                                  |   | 2                       | 24          | 14,925             | 0%                                     |
| NJ    |  |   |   | 7                       | 265         | 110,929            | 0%                                     |
| NM    | Annual 1.5 program unit stipend ~\$5,800                 | Toward obtaining a Level III license (top tier)   |   | 102                     | 970         | 22,201             | 4%                                     |
| NV    | 5% annual salary increase                                | Toward renewal requirements   |   | 33                      | 618         | 20,695             | 3%                                     |





# **INITIATING NATIONAL BOARD CERTIFICATION**

| State | Compensation for Board Certification   | Connection to State Licensure  | Support for Board Certification Fees  | 2014 NBCTs <sup>1</sup> | Total NBCTs | Teaching Workforce | NBCTs as Percent of Teaching Workforce |
|-------|--|--|---|-------------------------|-------------|--------------------|--|
| NY    |  | Toward renewing a professional certificate.  | First-time candidates receive a subsidy for three components. Upon completion, candidates will be reimbursed the cost of the first component. | 106                     | 1,712       | 207,060            | 1%                                     |
| OH    |  | Toward obtaining a Lead Professional Educator License (top tier)   |   | 6                       | 3,338       | 106,000            | 3%                                     |
| OK    | NBCTs placed on a higher salary schedule, earning an additional \$1,000 a year | Toward obtaining a traditional state teaching credential (professional)                                      | Candidates receive scholarships of \$1,300 and additional \$500 to cover other expenses   | 22                      | 3,096       | 41,775             | 7%                                     |
| OR    |  | Toward obtaining and renewing a professional teaching license or a distinguished teaching license (top tier) |   | 4                       | 313         | 26,410             | 1%                                     |
| PA    |  | Toward obtaining a Level II certification (top tier) and toward professional development credits             |   | 64                      | 1,211       | 123,147            | 1%                                     |
| RI    |  |  |   | 13                      | 505         | 9,871              | 5%                                     |
| SC    | \$5,000 stipend (up to 10 years)   | Toward obtaining a professional certificate and toward renewal   |   | 136                     | 8,820       | 48,072             | 18%                                    |
| SD    |  | Toward obtaining or renewing a 10-year license and toward renewal  |   | 2                       | 106         | 9,334              | 1%                                     |
| TN    |  | Toward obtaining or renewing a professional license  |   | 21                      | 658         | 66,406             | 1%                                     |
| TX    |  |  |   | 30                      | 854         | 327,357            | 0%                                     |
| UT    |  | Toward obtaining and renewing a Level 3 license (top tier)   |   | 12                      | 244         | 26,610             | 1%                                     |
| VA    | Initial \$5,000 award; subsequent \$2,500 annually                             |  |   | 168                     | 3,091       | 89,389             | 3%                                     |





## STATE INCENTIVES AND REWARDS SUPPORTING NATIONAL BOARD CERTIFICATION

| State | Compensation for Board Certification   | Connection to State Licensure   | Support for Board Certification Fees  | 2014 NBCTs <sup>1</sup> | Total NBCTs | Teaching Workforce | NBCTs as Percent of Teaching Workforce |
|-------|--|---|---|-------------------------|-------------|--------------------|--|
| VT    |  | Toward obtaining and renewing a Level I (initial) or Level II (professional) license                              |   | 0                       | 138         | 8,403              | 2%                                     |
| WA    | \$5,090 annual stipend. Additional \$5,000 annually to NBCTs in high-need schools                  | Toward obtaining and renewing a professional certificate  | First-time candidates receive interest-free conditional loan for three components   | 946                     | 8,196       | 53,699             | 15%                                    |
| WI    | \$2,500 annual stipend after first year. Additional \$2,500 annually to NBCTs in high-need schools | Toward obtaining a Master Educator license (top tier) and toward license renewal                                  | Those who certify may apply for reimbursement of up to \$2,000 of expenses  | 62                      | 1,080       | 57,551             | 2%                                     |
| WV    | \$3,500 annual stipend; additional \$2,000 to NBCTs in high-performing schools                     | Toward obtaining a permanent professional license or an advanced credential (top tier) and toward license renewal | First-time candidates reimbursed one-half the fee at enrollment, and the remainder at completion. Those who achieve reimbursed up to \$600 for additional expenses. | 69                      | 825         | 20,101             | 4%                                     |
| WY    | \$4,000 annual stipend   | Toward obtaining and renewing a professional license.   | Up to \$950 available statewide through Wyoming National Board Certification Initiative (WNBCI)   | 83                      | 582         | 7,350              | 8%                                     |

**Note:** NBCT = Board-certified teacher

**Source:** This chart reflects information available to the National Board for Professional Teaching Standards as of July 2015.

Visit [http://www.nbpts.org/sites/default/files/Policy/state\\_incentive\\_chart.pdf](http://www.nbpts.org/sites/default/files/Policy/state_incentive_chart.pdf)

"To improve education, we need highly effective teachers, and promoting National Board Certification is critical to strengthening our teaching workforce. Despite budget constraints, we continue to fund this program because we know it makes a difference in student achievement. Grounded in their proven expertise and seeking rapid improvement for the students they serve, Board-certified teachers in my state are increasingly leading the way in the implementation of higher standards for students."

**—Roy Takumi, State Representative, Hawaii**





## EXAMPLES OF SUCCESS

### Building A Pipeline of Teaching Excellence

To provide new teachers with a clear picture of what accomplished teaching looks like and to get them on track to Board certification, the National Board is working with institutions of higher education and local school districts in New York, Tennessee and Washington to pilot the use of video case studies in teacher preparation and induction programs. Accessible from an online searchable library called ATLAS (Accomplished Teaching, Learning and Schools), the cases are comprised of videos showing Board-certified teachers at work in their classrooms paired with written commentary by the teachers. These cases demonstrate the critical aspect of reflection, including what the teacher recognizes he or she could have done differently to be more effective.

### State Programs for Increasing the Number of Board-Certified Teachers and Providing Them with Leadership Opportunities

Mississippi teachers, including pre-service and early-career teachers, benefit from mentoring and professional development led by specially trained Board-certified teachers through the state-supported World Class Teaching Program (WCTP). Based at six university campuses across the state, the program gives teachers a leg up in becoming Board-certified—something they can pursue after three years in the profession. WCTP also provides leadership opportunities for Board-certified teachers to serve as mentors, and provides training for these mentors. The Arizona K12 Center and the Center for Strengthening the Teaching Profession (CSTP) in Washington provide similar state-funded support for National Board candidates and leadership opportunities for Board-certified teachers across their states.

"The Mississippi Legislature is working to improve K-3 education through the passage of the third-grade reading gate. The best way to achieve our goal is strengthening the quality of our teachers. There is clear evidence that students of Board-certified teachers learn more than their peers, so it makes perfect sense that increasing the number of Board-certified K-3 teachers is key to our comprehensive strategy to ensure that all Mississippi's third-graders are meeting these literacy benchmarks."

— Gray Tollison, State Senator,  
Mississippi



“The Ellbogen Foundation founded the Wyoming National Board Certification Initiative (WNBCI) in 2004 on the theory that, if we can certify a critical mass of teachers, we can raise the bar for teaching in all districts. The WNBCI creates awareness of and access to the certification process, provides meaningful financial assistance and professional development, and recognizes accomplished teachers throughout the state. The Wyoming Legislature joined us in a public-private partnership to develop a comprehensive system of support. We are proud to have one of the best support systems of any state. As a result, we have more than 10 times the number of Board-certified teachers we had 10 years ago, and we keep growing.”

— Mary Ellbogen Garland,  
President, John P. Ellbogen  
Foundation, Laramie, Wyoming

### **National Board Professional Development Sites (Illinois)**

In Illinois, a growing number of schools are being selected as National Board Professional Development sites. This means that, over the next several years, a cohort of at least 10 teachers at each school will engage in deep learning and reflection that will positively affect their students, schools and districts. This work will be led at the school level by a team of Board-certified teachers serving as mentors. The teachers also will receive support from the state-funded National Board Resource Center at Illinois State University, which, for more than a decade, has worked in partnership with the State Board of Education to prepare teachers across Illinois for National Board Certification.

### **Network to Transform Teaching**

Teachers and district leaders in Albuquerque, N.M., San Francisco, Calif., Arizona, Kentucky, New York and Washington are working to improve teaching and learning by exponentially increasing their ranks of Board-certified teachers, especially in high-need schools. To reach this goal, they are developing and improving systems to recruit teachers to pursue National Board Certification and to support them as they complete the certification process. To extend the reach of Board-certified teachers beyond their own classrooms, partners are actively working to recruit and prepare cadres of Board-certified teachers for instructional leadership roles.

### **Instructional Leadership Corps (California)**

California recently announced a new network of accomplished teachers, the Instructional Leadership Corps, to support professional learning around college and career-ready standards in schools across the state. Nearly 200 teachers, the most of whom are Board-certified, are taking what they learn back to their own districts to support their colleagues in implementing the new standards. This model of teacher-led professional development leverages the expertise of Board-





certified teachers by training them to share best practices to be immediately relevant and responsive to state and local needs.

## National Board Career and Technical Education Standards

In November 2014, the National Board introduced its revised standards for accomplished teaching in the rapidly evolving field of Career and Technical Education (CTE). Created by accomplished CTE educators, the standards reflect recent advances in research and practice and address the increasing focus on preparing all students for postsecondary success. The National Board engaged key stakeholders in the revision process, including the Association for Career and Technical Education (ACTE) and the National Association of State Directors of Career and Technical Education Consortium (NASDCTEc). The revised standards cover eight specialty areas that reflect the diversity of the CTE field, ranging from engineering and design to leisure and recreation services.

### Notes

1. For a summary of this decade's research, see the National Board for Professional Teaching Standards' Impact Brief, *The Proven Impact of Board-certified Teachers on Student Achievement*, at [http://www.nbpts.org/sites/default/files/Policy/impact\\_brief\\_final.pdf](http://www.nbpts.org/sites/default/files/Policy/impact_brief_final.pdf).
2. National Research Council, *Assessing Accomplished Teaching: Advanced-Level Certification Programs* (Washington, D.C.: The National Academies Press, 2008).
3. L. Cavalluzzo et al., *From Large Urban to Small Rural Schools: An Empirical Study of National Board Certification and Teaching Effectiveness* (Arlington, Va.: CAN Analysis and Solutions, 2015), [https://web.mail.comcast.net/service/home/-/?auth=co&loc=en\\_US&id=400532&part=2](https://web.mail.comcast.net/service/home/-/?auth=co&loc=en_US&id=400532&part=2); D. Goldhaber and E. Anthony, "Can teacher quality be effectively assessed?" *The Review of Economics and Statistics* 89, no. 1 (2007): 134-50.
4. Strategic Data Project, *SDP human capital diagnostic: Los Angeles Unified School District* (Cambridge, Mass.: Center for Education Policy Research, Harvard University, 2012), <http://cepr.harvard.edu/cepr-resources/files/news-events/sdp-laUSD-hc.pdf>.
5. Strategic Data Project, *Learning about teacher effectiveness: SDP human capital diagnostic, Gwinnett County Public Schools, GA* (Cambridge, Mass.: Center for Education Policy Research, Harvard University, 2012), <http://cepr.harvard.edu/cepr-resources/files/news-events/sdp-gcps-hc.pdf>.
6. Dan Goldhaber is the Director, National Center for Analysis of Longitudinal Data in Education Research at the American Institutes for Research; Director, Center for Education Data and Research at the University of Washington, Bothell, Wash.
7. J. Cowan and D. Goldhaber, *National Board Certification and Teacher Effectiveness: Evidence from Washington* (Bothell, Wash.: The Center for Data and Research, University of Washington, 2015), [http://www.cedr.us/papers/working/CEDR%20WP%202015-3\\_NBPTS%20Cert.pdf](http://www.cedr.us/papers/working/CEDR%20WP%202015-3_NBPTS%20Cert.pdf).
8. L. Cavalluzzo et al., *From Large Urban to Small Rural Schools: An Empirical Study of National Board Certification and Teaching Effectiveness*.
9. Ronald Thorpe, "Sustaining The Teaching Profession," *New England Journal of Public Policy* 26, no. 15 (2014), <http://scholarworks.umb.edu/nejpp/vol26/iss1/5/>. A broad coalition of more than 100 organizations have endorsed a policy roadmap for building a coherent teaching continuum (2014), [http://coalitionfor-teachingquality.org/images/upload/Wheel\\_Doc.pdf](http://coalitionfor-teachingquality.org/images/upload/Wheel_Doc.pdf). See also, infographic from Third Way (Clare Jackson, Tamara Hiler, and Lanae Erickson Haratsky) that vividly compares the disjointed career pathway for teachers versus the coherent trajectories in medicine, law, engineering, architecture and nursing <http://www.thirdway.org/report/product/one-of-these-things-is-not-like-the-others>.

